

Inspection report for early years provision

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Inspection date	06/07/2010
Inspector	Jill Nugent
Type of setting	Childminder

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder registered in 2003. She is a member of the National Childminding Association. She lives with her husband and three children, aged 12, two and 17 months, in a house in Cheshunt. Access to the house is at ground level. The whole of the house is used for childminding and there is a secure garden for outdoor play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of four children under eight, of whom one may be in the early years age group, at any one time. Currently she has four children on roll, two of whom are in the early years age group, one on the compulsory part of the Childcare Register and one on the voluntary part of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a welcoming and stimulating play environment for children in which they engage in a variety of learning experiences. She promotes children's welfare effectively through the implementation of appropriate policies and procedures. She liaises closely with parents in order to cater for children's individual care needs. She is committed to maintaining the quality of her childcare and thereby continually improving the outcomes for children.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop further the use of self-evaluation to encourage ongoing reflective practice and highlight aspects for further improvement.

The effectiveness of leadership and management of the early years provision

The childminder's paperwork is very well organised and provides a sound framework for her practice. She ensures children are safeguarded in her care through her attention to health and safety. She carries out regular risk assessments of the premises, showing the actions taken to minimise risks to children. She ensures that children are visible and closely supervised at all times. Her first aid qualification is updated when required and children's health records are well maintained. She knows what to do if she has any concerns relating to child protection.

Children enjoy the freedom to move around the childminder's house, and garden, accessing resources and activities. There is a wide range of attractive toys and

equipment to interest children, both indoors and outdoors. These are suitable for children of different ages and abilities and are set out in an inviting manner to encourage choice. The childminder is always on hand for children and often joins in their play, thereby, enhancing children's learning experience. She makes sure that children are valued as individuals and feel at home in her care.

The childminder has close relationships with parents and talks daily with them in order to exchange information about children's care and development. Parents receive details about the organisation of the setting and a useful summary of the educational aspects of the Early Years Foundation Stage. They appreciate the observation diaries created by the childminder as this helps them to become involved in their children's learning and development. The childminder takes their wishes into account regarding their children's care and education.

The childminder is aware of the need to work with other providers towards a consistent approach to children's education. She has a good understanding of how children learn through play. She has created a particularly child-friendly environment in her home and enjoys her work with children. She seeks advice in order to keep up to date with any changes in childcare practice and ensure that all the required documentation is in place. However, she is not yet using self-evaluation as a tool to reflect on all aspects of her childminding practice and so highlight possible aspects for further improvement.

The quality and standards of the early years provision and outcomes for children

Children enjoy the variety of play activities on offer and develop high levels of personal independence. They gain self-confidence and show much interest in the activities, becoming absorbed at times in their exploration. Children learn to express their own ideas as they take part in creative activities, such as art and music. For example, children carefully manipulate play dough to make differently coloured shapes, creating various pictures and models. They develop good communication skills as the childminder encourages them to talk about what they are doing. She supports children effectively, for example, responding to their requests or finding extra tools and materials. Children are encouraged to be active learners as they play imaginatively with small world toys or use outdoor equipment, such as a rocker and trampoline.

The childminder notes her observations of children's learning in diary notebooks, adding photographs to make attractive learning journeys. These provide a good visual record of children's ongoing development. By linking her observations to the developmental stages of the Early Years Foundation Stage the childminder is able to work out children's next steps in learning and work towards including these in her future planning. In this way she helps children to make progress towards the early learning goals and gain skills for the future. Children benefit from her enthusiastic approach and the wide choice of activities on offer. They have good opportunities to mix with other children when the childminder meets up with childminding friends or organises visits to parks and toddler groups.

Children learn about living things, such as butterflies, and the natural environment outdoors. They play harmoniously alongside each other, showing respect for the needs of others. They are aware of their boundaries and behave extremely well. They have an increasing awareness of how to keep themselves safe and are encouraged to adopt good hygiene practices. The childminder pays good attention to health and hygiene in order to minimise the risk of infection. She liaises with parents regarding children's dietary needs so that they have a varied and balanced diet. She provides healthy and nutritious meals and children especially enjoy a selection of fresh fruits for snacks. They are encouraged to drink regularly to avoid becoming dehydrated and can relax, or rest, according to their needs. Children are well cared for and very happy in the setting.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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